

SCHOOL PERFORMANCE: NEW MULTIMEDIA RESOURCES VERSUS TRADITIONAL NOTES

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INTRODUCTION



Increasing adoption of information and communication technologies among youngsters.



Students incorporate the use of multiple devices and digital platforms in their study habits.



“Multitasking” can increase students’ distraction and decrease their ability to retain the information they learn.

OBJECTIVE

To analyze the impact of studying with handwritten notes, WhatsApp, YouTube and searching the Internet in academic performance

METHODOLOGY

31 focus groups

Semi-structured questionnaire

7.217 students from 12 to 18 years of age in Chile

- 1) The use of technologies for formal education
- 2) The use of technologies inside the classroom
- 3) The use of technologies for studying at home

RESULTS

Focus Group

The decision of using digital resources depends on their motivation and skills to search and evaluate information on the internet, but the efficiency would be given by their ability to regulate and control the use of these digital resources for academic purposes

Semi-structured questionnaire

- Those who study most frequently with their handwritten notes present higher grade point average (GPA)
- Those who frequently study with YouTube and WhatsApp present lower GPA
- There is no significant relation between the use of search engines on the internet to study and the GPA

CONCLUSIONS



As students take notes, they are also isolating other distractions as they focus on what the teacher explains.



Technologies are a positive contribution when they are used as a support and not as a replacement for studying with notes.



The need to develop programs that consider the students’ need for digital literacy skills that would help them to make more efficient the use of technologies when studying.

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